

Appendix G: Sample Professional Development Plan Form and Checklist (for "Ben")



Wisconsin Department of Public Instruction
PDP WRITING FORM AND CHECKLIST
 PI-PDP-1 (Rev. 12-08)

INSTRUCTIONS: Use this form when writing your PDP.

Professional Development Plan (PDP) forms available at: <http://dpi.wi.gov/tepd/pdp.html>

BIOGRAPHICAL INFORMATION		
Educator Name Ben		Educator Telephone Area/No.
Educator Address <i>Street, City, State, Zip</i>		Educator Fax Area/No.
E-Mail Address		Educator License File No.*
Educator School District		
Current Educational Assignment English, Grades 11 and 12	No. of Years in Current Assignment 1	Years of Educational Experience 1
Month/Year PDP Submitted for Goal Approval (Initial Educators Only) October, 2006	Month/Year Plan Submitted for PDP Verification January, 2010	
*Educator license file numbers may be found on the DPI Educator License lookup at: http://dpi.wi.gov/tepd/lisearch.html .		
Present Licensure Stage <input checked="" type="checkbox"/> Initial Educator <input type="checkbox"/> Professional Educator <input type="checkbox"/> Master Educator	Licensure Category <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Pupil Services	Date Current License Expires 6-30-10
PROFESSIONAL DEVELOPMENT PLAN		

Step I: Preparing to Write the Plan—REFLECTION

Reflect and prepare to write your PDP goal in Step II. While reflection is a required step in the PDP process, recording your reflection below is optional.

Approximately half way through my first year of teaching, I was approached by the principal. He told me that I had been selected to teach an advanced literature course next year. Our district goals include multiculturalism and in the past two years there has been an effort to incorporate diverse authors into our literature courses. My principal handed me the reading list for the course and I had read only two of the books on the list. As an undergraduate, I took very traditional literature courses that focused on very few authors of color. I have very little background associated with this class, and need to begin some intense preparations. While there have been some ups and downs, I've had a good first year. I enjoy my job immensely and feel I have built a strong rapport with a majority of my students. I will continue to work on my classroom management skills, especially as I begin fresh at the start of a new year. My main focus though, will be on learning additional content necessary so that I can effectively teach our advanced literature course "Literature in a Diverse America."

Step II: Writing the Plan—COMPONENTS

A. Description of School and Teaching, Administrative, or Pupil Services Situation

I am currently finishing my first year of teaching at Park High School. This year I have taught the following classes: three sections of regular junior English, two sections of senior English, and one co-taught section of ICONS (a social studies/English class done mostly over the Internet).

Our district mission is to help students to their maximum potential so that they become creative, contributing citizens in a global society. One of our high school goal statements says, "Students will increase levels of knowledge and skills and be able to demonstrate their proficiency." Our district wide goals include the following: "Education is viewed as a life long journey, and curriculum and personalized instruction are to be multicultural."

Our school community is populated with 10% minorities, (approximately .5% American Indian, 3.2% Asian, 2% Black, 3.7% Hispanic) 31% economically disadvantaged. 15% of the school population is designated special needs. It is an urban district and serves more than 21,175 students, four year old kindergarten through twelfth grade, with 21 elementary schools, 5 middle schools, 3

PROFESSIONAL DEVELOPMENT PLAN (cont.)

senior high schools and 3 combination middle/high schools. Park High School serves over 2,700 – ninth through twelfth graders. Over 57% of our students attend college after high school graduation.

Review Checklist for Description of School Situation

- ☒ Did you include a description of your teaching, pupil services, or administrative position?
- ☒ Did you include the number of years you have taught, been an administrator, or been in pupil services?
- ☒ Did you include whether the school is located in an urban, suburban, or rural setting?
- ☒ Did you include the ethnic, special needs, and socioeconomic makeup of the school population?
- ☒ Did you include your building goals/mission and/or district goals/mission?

B. Description of Goal to be Addressed

It is recommended that you use this stem: **I will...** (research, study, learn, apply, etc.) **So that...** (describe what you want to see happening differently with student learning).

I will learn the content of the "Literature in a Diverse America" course and plan a variety of lessons so that students will engage with literature that provides diverse perspectives and experience academic success by successfully taking and passing formal assessments based on the literature read.

Review Checklist for Description of the Goal

- ☒ Did you describe how your goal will impact your professional growth?
- ☒ Did you describe how your professional growth will have an effect on student learning?

C. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards

Based on your reflection, describe the reason for your goal. Describe how your goal is linked to your educational situation, and write out the Wisconsin Educator Standards (two or more) that you will focus on to meet your goal.

As I both reflected on my first year and thought ahead to next year, the challenges I will face in light of the impending advanced literature class have taken precedence. While speaking to the team leader of the department as well as the current teacher of the class, I began to truly realize all of the preparations that need to be made before I can begin with students in the advanced class. I have begun taking notes and gathering reading materials to review over the summer, as well as enrolled in a university course specifically for English teachers who utilize multicultural curriculum. Obviously, my teaching of this class relates to our school goal of students increasing levels of knowledge and demonstrating their proficiency in communicating that knowledge.

Through my goal I will meet several of the Wisconsin Educator Standards, including the following:

- 1) TEACHERS KNOW THE SUBJECTS THEY ARE TEACHING.
- 4) TEACHERS KNOW HOW TO TEACH.
- 7) TEACHERS ARE ABLE TO PLAN DIFFERENT KINDS OF LESSONS.
- 8) TEACHERS KNOW HOW TO TEST FOR STUDENT PROGRESS.

Review Checklist for Rationale for the Goal

- ☒ Does the rationale tell how your goal connects to your school, teaching, administrative, or pupil services situation? (*Choose the category that applies to your situation*)
- ☒ Did you write out the Wisconsin Educator Standards that you will focus on to meet your goal? (must select two or more)

D. Plan for Assessing and Documenting the Goal

Record the anticipated methods you will use to assess your professional growth and the effect on student learning. It may be helpful to review steps III and IV when writing your assessment plan as they outline what is necessary when documenting your completed plan.

The method of assessment that I will use to assess my professional growth will be self-reflection. Additionally, I will document my learning/growth from university courses through the feedback I receive on assignments I complete. The professional growth I experience at workshops and meetings will be reflected in the new instructional methods I use in the classroom and in my selection of curriculum materials. Finally, new lesson plans, unit plans, and student projects I create will reflect my professional growth.

The method I will use to determine the effect of my growth on student learning will be direct feedback I will gather as a result of formal and informal assessments. This will include student work and student grades. I will then use the student data to assess professional growth and improve my repertoire of teaching strategies so that each year I am better able to help my students succeed.

Review Checklist for Plan for Assessing and Documenting Achievement of the Goal

- ☒ Did you include in the plan the anticipated methods you will use to assess your professional growth?
- ☒ Did you include in the plan the anticipated methods you will use to assess the effect on student learning?

E. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Note: Completion dates will be filled in during Step III as each objective/activity is completed.

OBJECTIVE 1

I will critically read and understand the themes/ideas that characterize the books required in the "Literature in a Diverse America" course.

Activities	Timeline	Collaboration	Date Completed
I will attend and participate in a literature course at our local university that focuses on many of the authors whose books are on the reading list.	Summer, 2006	I will work with other new and veteran English teachers as we learn new teaching strategies.	August, 2006
I will attend a variety of conferences and workshops that are geared toward planning multicultural literature lessons.	2006-2007	I will participate in breakout sessions with other multicultural literature teachers.	August, 2007
I will read the texts that are part of the course curriculum, the notes and lesson plans left to me by the retiring teacher, and background and supplemental materials.	2006		August, 2006
I will observe and meet with the current teacher to gain insight into his methods.	Spring and Summer, 2006	I will work with the current teacher and discuss his methods.	August, 2006
I will meet with and discuss the curriculum of the literature class with the head of the English department.	2006	I will work with the current teacher and go over the curriculum with him.	August, 2006

OBJECTIVE 2

I will use what I learned and observed to create engaging lessons that will enhance my students' knowledge of the content of the course.

Activities	Timeline	Collaboration	Date Completed
I will use a variety of texts that I have read or will read and researched to teach the students in the class.	2006-2010	I will go over the texts with the head of the English department.	2010
I will teach the advanced literature class in a variety of ways by incorporating variety into my lesson plans. (cross-curricular activities, web-based assignments, literature circles, reading and discussion, small group work, etc.)	2006-2010		2010
I will incorporate both large and small group discussion to enhance my students' knowledge	2006-2010		2010

PROFESSIONAL DEVELOPMENT PLAN (cont.)

and comprehension of the texts, as well as foster the development of community in the classroom. I will do this through team-community building activities I learned at an Outward Bound and the Classroom Conference I attended. I will frame discussions such that students broaden their understanding of the diverse voices that characterize American literature.			
I will reflect annually on the texts for the course and I will read additional texts critically so I might modify/add to the reading list for the course.	2006-2010		2010

OBJECTIVE 3

I will assess my students in both formative and summative ways to improve my instruction.

Activities	Timeline	Collaboration	Date Completed
I will devise assessments that elicit student understanding of the major concepts and themes in the literature.	2007-2010	I will work with the head of the department so my assessments are valid and appropriate.	2010
I will have my students self-assess and engage in reflective activities so they may see their own progress.	2007-2010		2010
I will use the end of year department wide test results from my students and compare them from year to year to see if and how the test results improve and/or differ.	2007-2010	I will speak with other English teachers who have experience with the school-wide tests to interpret results.	2009
I will use the student assessment information to continuously improve my teaching and student learning.	2007-2010	I will try to find a course or workshop so that I can find ways to apply what I learn from the work of others.	2010

OBJECTIVE 4

Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 5			
Activities	Timeline	Collaboration	Date Completed

Review Checklist for Objectives, Activities, Timeline, and Plan for Collaboration

1. Objectives

- ☒ Did you include objectives that directly address the goal?
- ☒ Did you include objectives that are observable and verifiable?

2. Description of Activities and Timelines

- ☒ Did you align your activities with your goal and objectives?
- ☒ Did you extend the activities through multiple years of the licensure cycle?
- ☒ Did you state a timeline for completing the activities?

3. Plan for Collaboration

- ☒ Did you include collaboration with others in your plan?

Initial educators must submit Step II, A-E, to a PDP Team for Goal Approval.

Step III: Annual Review of the PDP

Annual reviews are done in years two, three, and four and will be submitted as part of your completed plan in the last year of your licensure cycle.

- Return to Step II E and enter completion dates for each activity completed.
- Write a reflection in year 2 summarizing the progress made towards completing your goal.
- Indicate, in your reflection, how you grew professionally and/or how your professional growth had an effect on student learning.
- Write any revisions to your objectives or activities in the revision area.
- Return to this step annually until your PDP is complete and ready to be submitted for verification.
- **Initial Educators** may complete a 3, 4, or 5 year plan. One annual review is required for a 3 year plan, two annual reviews are required for a 4 year plan, and three annual reviews are required for a 5 year plan. If there is a substantial change to your **GOAL**, you must complete and resubmit section II A-II E to a team for review and approval of the new goal.
- **Professional Educators** must complete a 5 year plan with three annual reviews.

Reflection (Year 2)	Revision (if needed)
Date: 8/1/2007	Date:
Teaching the Advanced Lit. class was much harder than I thought it was going to be. Reading the texts was a powerful experience and one that opened my eyes. Richard Wright's Native Son is a book I will not soon forget. My understanding of social and race relations has increased greatly through this book and others. Another book that I had not read was Beloved by Toni Morrison. This book, too, has left a deep impression on me. With regard to teaching the course, I struggled to engage students with the sometimes painful and graphic texts. I kept worrying about how much the students were learning. I tried to engage students on multiple levels and	

PROFESSIONAL DEVELOPMENT PLAN (cont.)
--

<p>I felt, at times, that students were unable to deal with the harsh realities portrayed in the texts. Some students were frustrated with the pace of the class, and I had a hard time dealing with their parents at conference times. Students enjoyed the assignments we did. Specifically, students were asked to look at symbolism in Toni Morrison's <i>Beloved</i>. In groups of 4-5 they then created web-pages to share their ideas/insights. The web-sites were powerful and indicated to me that students truly understood the book on many levels. I also had students do an exercise I learned in my university course. Students did a "frozen tableau" exercise with an excerpt from Toni Morrison's <i>Beloved</i>. They took an excerpt from the book and tried to envision it as a physical scene. This was an emotional and powerful learning experience.</p>	
---	--

Reflection (Year 3)	Revision (if needed)
<p>Date: July, 2008</p> <p>My second year teaching the course went much better. I felt more comfortable with the content and was able to focus on my instructional strategies. Students really liked the books and I felt that often I was learning right along with them. We got funding to go to a production of <i>Master Harold and the Boys</i> and the students watched intently. While the play focuses on Apartheid in South Africa and the author is not American, I still felt it was important that my students see this powerful piece. Their reflections indicate growth in many areas. I felt more comfortable as I shared my experiences with students and they, in turn, shared their experiences. I had two parents call to complain about the content of one of the books. I worked with the chair of the department to deal with this. I never realized how literature for courses was chosen and how many people participated in the decision-making.</p>	<p>Date:</p>

Reflection (Year 4)	Revision (if needed)
<p>Date: July, 2009</p> <p>I have learned so much teaching this course. I learned a lot about myself. I cannot believe that I was not required to read most of these books as an undergraduate. I feel that my knowledge of literature has grown immensely (Wisconsin Teaching Standard 1 - Teachers know the subject they are teaching). I also have benefited from the conferences I attended. I went to the NAME (National Association of Multicultural Educators) conference in Atlanta and the keynote speaker was Maya Angelou. I am planning to use her poem "And Still I Rise" in my course this fall. I learned about different strategies I can use in my literature course to make content relevant to the lived experiences of my students (Wisconsin Teaching Standard 4 - Teachers know how to teach and Wisconsin Teaching Standard 7 - Teachers are able to plan different kinds of lessons). I am eager to try these out. Formal and informal assessments indicate students are mastering the course content well. I collaborated throughout the past three years. I worked with other teachers, my mentor, the head of the English Department, and others as I learned material, acquired new instructional strategies, and ultimately taught the advanced literature course.</p>	<p>Date:</p>

Review Checklist for Annual Review

- ☒ Did you include in your reflection how you grew professionally and/or how your professional growth had an effect on student learning?
- ☐ Did you include any revisions to your objectives or activities?
- ☒ Did you fill in completion dates for activities? (refer to Step II E of your plan)

Step IV: Documentation of Completion of the PDP

Your PDP must include 3-5 pieces of evidence that document professional growth and the effect on student learning. Number and label each piece of evidence (i.e. 1. Student test score analysis). You may use a single piece of evidence that focuses solely on professional growth or the effect on student learning as long as your completed plan includes both types of documented evidence. When attaching evidence, please include the number and label entered below.

A. Evidence of Professional Growth and the Impact of Professional Growth on Student Learning

- Number and label each piece of evidence.
- Indicate whether each piece of evidence documents professional growth, the effect on student learning, or both.
- Describe each piece of evidence identifying what is documented and the relationship of the evidence to the goal.

1. Test results from school-wide assessments in English for all students taking "Literature in a Diverse America"

This piece of evidence is consistent with my goal because it demonstrates student learning in the advanced literature class.

2. Sample student work from the course (web page created by students devoted to understanding "Beloved" on multiple levels - Symbolism in Beloved)

This piece of evidence is consistent with my goal because it shows improved student understanding of the content of the course and my ability to use multiple types of assessments for student learning.

3. Assignment I completed as a student in our local university course "The Many Voices of American Literature"

This piece of evidence is consistent with my goal because it shows my professional growth in my content area and my ability to communicate effectively.

4.

5.

Review Checklist for Evidence of Completion of Your Plan

- ☒ Did you provide three to five pieces of evidence?
- ☒ Did you describe how your evidence documents your professional growth?
- ☒ Did you describe how your evidence documents the effect on student learning?

B. Reflection and Summary

- Describe how you grew professionally in the Wisconsin Educator Standards identified in your PDP.
- Describe in detail the effect of your professional growth on student learning.
- Describe how you collaborated with others while working on your PDP.

In thinking about all that I have learned during my first five years of teaching, I realize how fortunate I was when I was asked to teach the Advanced Literature course. It forced me to acknowledge deficiencies I had with regard to content knowledge in my field. That really forced me to look at what I did in class and how that influenced the learning of my students. One of the most important lessons I learned, especially with the help of my department head and the teachers in my action research course is to focus. Focusing on the most important content in all my classes has made a huge difference in how I teach and how my students learn. In my earliest teaching I tried to cover everything and I would hope and expect that students were supposed to 'catch' what I threw out. I realize how much I was just confusing them. I have learned student-centered approaches and understand that students must connect content to the lived experiences of students for learning to be meaningful. Now I know how much I can help by letting students know what's essential and getting them more involved in learning it. At the beginning of my PDP I selected teacher standards 1, 4, 7, and 8. As a result of my plan, I know better the subject I am teaching.

Standard #1 - Teachers know the subjects they are teaching - The university course I took helped me greatly in understanding the content, themes, and ideas of many of the books we read. I had not read many of the works and I now understand the books, their significance in American literature, and the importance of including diverse perspectives in literature courses.

Standard #4 - Teachers know how to teach - The action research course I took also helped me. It increased my ability to create a variety of meaningful learning experiences that allowed students to connect their lived experiences to the literature they read. I have used a variety of instructional strategies to encourage critical thinking, problem solving and performance skills both in my Advanced Literature class and in my other English classes.

PROFESSIONAL DEVELOPMENT PLAN (cont.)

Standard #7 - Teachers are able to plan different kinds of lessons - I have fostered, through varied lessons (webpage creation, collaborative projects, research assignments, drama, and others) active inquiry, collaboration, and supportive interaction in my English classes and with my peers. The powerful nature of the books we read led my students to truly question social and race relations in the community and in society as a whole. Students collaborated on many projects and I was so impressed with the results.

Standard #8 - Teachers know how to test for student progress. Finally, I have increased my use of both formal and informal assessment strategies especially as a result of my action research course. I utilized multiple and varied assessments for my literature courses. I understand now that I need to use different evaluation methods because students show their progress in different ways.

Review Checklist for Summary and Reflection Statement

- ☒ Did you describe how you grew professionally in the Wisconsin Educator standards identified in your plan?
- ☒ Did you describe the effect of your professional growth on student learning?
- ☒ Did you describe how you collaborated with others?

C. Submitting the Completed PDP for Plan Verification

Submit your completed PDP including your 3-5 pieces of labeled evidence to a PDP Team no later than January 15 of the final year of the plan. If you are an Initial Educator, include a copy of your signed Goal Approval Signature Form(s).